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ABSTRACT

School administrators are often faced with the necessity of employing nonschool personnel to staff the athletic program fully. This publication provides some ideas, sample regulations, and model programs that can be used to give coaches basic minimal competencies for the role they may be asked to assume. Sample regulations that govern the employment of nonschool personnel as coaches are outlined. Model preservice and inservice education programs from 11 school systems are described as examples of inservice training that may be of use to administrators considering adapting them to their own settings. (JD)

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INSERVICE EDUCATION PROGRAMS FOR COACHES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CLEARINGHOUSE ON TEACHER EDUCATION

INSERVICE EDUCATION PROGRAMS

FOR COACHES

compiled by

GORDON D. JEPPSON

Clearinghouse Associate
for HPER

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FOREWORD

Athletic supervisors are faced with a serious dilemma today. On one hand they are deluged with demands for an expanding girls and boys athletic program--new sports and more levels of competition. On the other hand they must contend with staff cutbacks and teachers asking to be relieved of out-of-class responsibilities. Faced with this situation, the supervisor must resort to employing nonschool personnel to staff the athletic program fully. In most instances, these men and women do not have the professional preparation to prepare them adequately to coach young people.

This publication is an attempt to provide the busy administrator with some ideas, sample regulations, and model programs that school districts and/or colleges and universities could use to give coaches some basic minimal competencies for the role they are being asked to assume. It should not be viewed as an endorsement of the present practice of employing noncertified personnel to fill coaching positions. Whenever possible, these coaching positions should be filled with individuals who meet the minimum essentials as recommended by the AAHPER Professional Preparation of Coaches Task Force. Only in order to ensure the continuation of a program, and as a last resort, should individuals without the basic qualifications be employed. It is for these circumstances that this publication has been developed.

No attempt has been made to place any value judgments on the programs included. They merely represent ways that concerned individuals or school systems have gone about trying to improve the competencies of coaches. It is the author's hope that the material in this publication will provide some ideas and motivate administrators to develop their own in-service education programs for their coaches.

The author is indebted to the following individuals who contributed material for this publication: Hal Chase, Melvin Rogen, Carle B. Sparke, Constance McCarthy, Paul McCall, Bill Kilpatrick, Russell Posthumus, Ed Long, Robert Holland, Robert Ginger, and John Tobias. Special appreciation is also expressed to Lana Pipes and Peter Bailey from the ERIC Clearinghouse on Teacher Education for their assistance in developing the document.

GORDON JEPPSON
Associate for HPER
ERIC Clearinghouse on Teacher Education

INTRODUCTION

The professional preparation of coaches of interscholastic athletic teams has long been a concern of members of the physical education profession. These concerns led to the formation of a Task Force To Study the Certification of Coaches by the Division of Men's Athletics of the American Alliance for Health, Physical Education, and Recreation (AAHPER). This task force recommended that anyone desiring to coach should complete a professional preparation program that included the following five courses:

1. Medical Aspects of Athletic Coaching
2. Principles and Problems of Coaching
3. Theory and Techniques of Coaching
4. Kinesiological Foundations of Coaching
5. Physiological Foundations of Coaching.[1]

The task force suggested that these courses serve as the basis for implementing a state-by-state certification of coaches.

In an article in the September 1970 Journal of Health, Physical Education, and Recreation, Dr. Harry Fritz reported that nine states had certification requirements for coaches to be certified teachers. In the March 1977 Update, in an interview with Dr. Matthew Maetozo, it was reported that twelve states have implemented specialized professional preparation for coaches, and another six are in the process of implementing such requirements. However, in the February 1978 Journal of Physical Education and Recreation, Larry Noble and Charles Corbin indicated that only seven states now have specific certification requirements for coaching, and that some states no longer require coaches to be certified teachers.

The Noble and Corbin article confirmed what athletic directors across the nation had been reporting for the past two or three years--that instead of demanding better professional preparation of coaches, many states are liberalizing requirements and making it easier to employ coaches

1 Matthew G. Maetozo. Certification of High School Coaches. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1971.

with little or no professional preparation. The relaxing of requirements for employing coaches has been brought about by the following circumstances:

1. Expansion of the interscholastic athletic program, especially the girls' sports programs
2. Maintenance of status quo or reduction in numbers of full-time teachers due to economic factors or declining enrollments
3. The decision of many teachers hired as teacher-coaches to give up their coaching position after a few years, but continue as teachers in the system.

These factors have made it extremely difficult for administrators to find coaches to staff all the sports offered in a comprehensive interscholastic athletic program. Consequently, there has been limited interest by high school administrators in working for certification of coaches, which is viewed as compounding the staffing problems they now face.

To ascertain to what extent certification requirements for coaches had been relaxed, the National Council of Secondary School Athletic Directors conducted a survey in summer 1977. State supervisors of physical education were asked if their state requirements allow schools to employ nonschool personnel as coaches. Fifteen states indicated that schools could employ people who were not full-time teachers as coaches. In some of these states the coach who is employed on that basis is still required to have a teacher's certificate. In many instances, these part-time employees can serve only as assistant coaches.

Sample regulations that govern the employment of nonschool personnel as coaches are treated individually here.

NEW YORK

Personnel, such as teaching assistants, substitute teachers, and visiting lecturers, may be assigned to coaching if they complete a State Education Department approved preservice or inservice education program for coaches within three years of appointment.

A teaching assistant is a person appointed by a board of education to provide, under the general supervision of a

certified teacher, direct instructional service to students. Such teachers must hold temporary or continuing certification as teaching assistants issued by the State Education Department upon application by the chief school officer on forms prescribed by the Commissioner of Education. A visiting lecturer is a person with unusual qualifications in a specific subject who may be issued a temporary license for a year, upon application by the chief school officer on a special form to the State Education Department.

The teaching assistant can serve only as an assistant coach under the supervision of a certified teacher who is the head coach. The visiting lecturer can serve as a head coach, but this person must be on the staff as a lecturer in some area of education and the coaching must be incidental teaching to his or her regular job of lecturing.

Since extra-class athletic activities are an integral part of the physical education program, all coaches on interscholastic teams and all teachers handling intramural activities must be under the general supervision of the Director of Physical Education.

WISCONSIN

A school may receive emergency relief from the Board of Control for unusual circumstances to employ other than a certified teacher for coaching, but emergency permission shall not extend beyond one season in the sport involved.

MICHIGAN

Coaches should be faculty members. If a non-faculty coach is used, that coach must be registered with the Michigan Athletic Association office before coaching duties are assumed. Such coaches must be at least 18 years old.

OREGON

A Teaching Certificate with Coach Endorsement may be issued to an otherwise qualified applicant upon receipt of a joint application from the prospective coach and the employing district, including:

1. Completed application form with the word "Coach" entered in the section identifying the certificate being requested.
2. Payment of the evaluation fee.
3. A copy of the local school board resolution noting the position (for example, Assistant Gymnastics Coach--Tideflat J.H.S., or Head Girls Volleyball Coach--Ridgeway H.S.) and the individual's qualifications, which shall include:

    a. Holding a valid Red Cross First Aid Card
    b. Demonstrated competency in athletic conditioning and care and prevention of injuries
    c. Knowledge of growth and development (physical, psychological, and social) of children and youth.

4. Acceptable competency may be verified by statements from the superintendent of the requesting school district.
5. Additional information such as college transcripts or statements from appropriate school officials may be included to assist in determining the applicant's qualifications.

CALIFORNIA

The Education Code authorizes school districts to employ teacher aides, instructional aides, or teacher assistants. These aides and assistants may be utilized as assistant coaches, and fall into two categories:

1. Noncertificated teacher aides that school districts are permitted to employ without the necessity of working in coordination with teacher education institutions
2. Noncertificated or graduate students provided by cooperating public and private colleges and universities, including community colleges.

In all cases, such aides and teacher assistants must be supervised by a person holding a valid California Teaching or Service Credential.

WASHINGTON

The issuance of Consultant Special Certificates is limited to (a) persons highly qualified and experienced in fields of knowledge taught in the common school, (b) instructional functions other than regular teaching, or (c) persons who are identified as possessing competencies in specified fields and who are assigned instructional responsibility for intramural/interscholastic activities which are part of the district-approved program. Such certificates are issued to individuals who are screened by local school district or intermediate school district superintendents, using criteria approved by the State Board of Education and Superintendent of Public Instruction. The certificate is valid for one year and only for the activity specified.

Criteria

The intermediate or local district superintendent will verify that the following criteria have been met when requesting the Consultant Special Certificate:

1. No person with regular certification and competence in the field is available, as verified by the district or intermediate district superintendent.

2. The individual will be delegated primary responsibility for planning, conducting, and evaluating the instructional activities and will not be serving in a paraprofessional role which would not require certification.

3. The individual is being certificated for a limited assignment and responsibilty in a specified activity/field.

4. Personnel certificated will be oriented and prepared for the specific assignment and will be apprised of any legal liability, the lines of authority, and the duration of the assignment.

5. The district or intermediate district superintendent will indicate the basis on which he or she has determined that the individual is competent for the assignment and will verify that legal requirements

for certification have been met: the individual (a) must be at least 18 years old, (b) must be a citizen or declare intent to become a citizen, (c) must be of good moral character, and (d) must possess a valid certificate.

PENNSYLVANIA

Boards of school directors may employ as coaches persons who are not full-time employees of the school district, but who meet the following requirements:

1. Have satisfactorily completed a program of study for certification approved under regulations of the State Board of Education to develop the following competencies:

   a. First aid, care and prevention of athletic injuries, and rehabilitation following injury
   b. Impact of sport upon the behavior of the athlete and his or her relationship with the culture and society
   c. Theory and techniques necessary to coach a sport or sports at the interscholastic level
   d. Anatomical and mechanical principles of sports skills
   e. Scientific principles as applied to strength, and to muscular and cardiovascular endurance in training and conditioning for sports.

2. Shall perform duties consistent with a documented statement of need submitted by the board of school directors for the approval of the Secretary of Education.

Comments

The regulation provides school districts an opportunity to employ coaches to conduct programs suitable to the needs and interests of students. Just as part-time personnel are now permitted to be employed in other areas of instruction, the regulation permits part-time employees in the interscholastic program. School districts are required to follow

this procedure in assigning part-time employees to coaching positions:

1. Survey the full-time professional staff to determine if any of them desire to fill the coaching position.
2. If no full-time staff member is available for coaching responsibilities, then the district must show evidence that it has conducted a community-wide search for certificated teachers who have completed a program as described in the regulation.
3. If no certificated person is available in the community, then an appropriate person who has satisfactorily completed the program as described in the regulation may be hired.

Written approval of the Secretary of Education is required before a part-time coach is employed.

SUMMARY

Based on the information from the Noble and Corbin article and from the National Council of Secondary School Athletic Directors, it appears that for the foreseeable future individual schools, school systems, and state departments of education are going to have to assume the responsibility for providing their coaches with the minimal competencies for coaching. This could be accomplished by sponsoring preservice and inservice programs or requiring coaches to enroll in these programs in colleges or universities where appropriate courses are offered.

MODEL PRESERVICE AND INSERVICE EDUCATION PROGRAMS

The survey conducted by the National Council of Secondary School Athletic Directors attempted to identify preservice and inservice programs that were being conducted by local school districts, state departments of education, and colleges and universities. Some of these are presented on the following pages as models that secondary school athletic administrators might adapt for use in their own settings.

GRAND RAPIDS (MICHIGAN) PUBLIC SCHOOLS

Russell Posthumus, Director of Athletics and Physical Education, Grand Rapids Public Schools, has shared with us: (a) some general guidelines regarding inservice programs, and (b) an illustration of a typical inservice program conducted--Prevention and Care of Athletic Injuries.

General Guidelines Regarding Inservice Programs

Posthumus wrote, "We do not claim to be experts on inservice, but would like to share with you some considerations we have identified. Identify needs; do not have inservice for the purpose of going through the motions."

I. Common reasons for inservice include:

   A. New trends, techniques, concepts, procedures, programs, addition of sports
   B. Areas of unforeseen concerns and problems
   C. Crisis

II. Identify inservice subject by priority, scope, and need:

   A. Document that the inservice subject area is needed and desired

      1. Survey the system, school, or department
      2. Participants must be convinced that the proposed inservice will benefit them and their function
      3. Many persons will be required to give time, effort; thus, the program must be worthwhile in objective
      4. Survey the staff through meetings, by mail

   B. Identify what the program is designed to accomplish, the goal upon completion of the inservice session or sessions

      1. Be realistic and pragmatic in approach
      2. What is the reasonable procedure for achieving the identified goal?

a. One session
b. Several sessions
c. Course for credit
d. In individual schools
e. Individualized instruction

3. Identify what the program is aimed at accomplishing

a. Specific training objectives
b. Motivational
c. Awareness of need
d. Informative and/or exploratory

C. Involve others in setting up the program

1. Committee--planning
2. Research other schools and systems, for what they have experienced
3. Get support and convince people of the necessity for the program, through involvement of news media, central administration, board members, leaders in the community, experts in the area
4. Distribute the burden of organization and involved "leg work" to assistants who have competence in the area assigned
5. Locate and utilize sources of expertise and experience available--community, schools, staff, professional organizations, related governmental agencies, citizens

a. Military service programs
b. HEW
c. President's Council on Physical Fitness
d. AAHPER (state and regional)

III. Common results when inservice is conducted adequately:

A. Specific problems, needs, and objectives are dealt with

B. Many people, departments of system, community agencies are involved; thus, they develop awareness of and relationships to each other in many directions

C. Spinoff effects

1. Motivates many to go further in obtaining training and background
2. Identifies other areas and methods for improvement than that covered
3. Can benefit future programs

D. Pitfalls: objectives and goals must be--

1. Identified
2. Recognized as needed and necessary
3. Reasonable achievement of identified goals in the inservice
4. Worthwhile in relation to effort, time, and money required.

Prevention and Care of Athletic Injuries

The Prevention and Care of Athletic Injuries course originated from a concern about the qualifications of the coaches and physical education personnel in treatment of athletic injuries and emergency situations. A planning committee composed of the State Director of Athletics, team physicians, principals, central administrators, superintendent, director of secondary schools, director of the educational park, business department, coaches' representative from the consortium, and several men and women coaches set goals for the course. This committee recommended that a special emphasis be on emergency procedures to be followed until professional attention is available.

The committee decided to involve several area colleges that conduct extension courses for credit, through a university consortium structure, which made it possible for persons participating in this inservice program to receive credit (graduate or undergraduate) from the college of their choice. The committee felt that this would be an added incentive for coaches and physical educators to participate.

The inter-institutional graduate program was sponsored

by the Grand Rapids Board of Education, the Grand Rapids City Athletic League, and the Grand Rapids University Consortium Center (Grand Valley State College, Michigan State University, University of Michigan, and Western Michigan University).

Academic credit for the course was available as follows: Grand Valley State College--undergraduate credit only; Michigan State University--3 term credits, Diagnosis and Treatment of Athletic Injuries; University of Michigan--2 semester credits, Practicum and Physical Education: Athletic Training and Conditioning; Western Michigan University--2 semester credits, Prevention and Treatment of Athletic Injuries.

Course Content

I. INTRODUCTION
Orientation: Organization of Sports Medicine Program; Statistics and Significance; Competitive Athletics--Benefits and Risks; Policies and Procedures; Legal Aspects--Consents and Releases; General Equipment and Supplies; Concepts of Treatment; Role of Team Physician; History, Physical Exam; Diagnostic Judgment; Prevention of Injuries; Conditioning--in and off season; Exercise--running, diet, weights; Coaching; Attitude; Environment (field, competition); Equipment; Female Athletes (emotional needs, physical capabilities, physiological differences); Heat Problems.

II. FIRST AID
Review of General First Aid Skills; Equipment and Supplies; Transportation of Injured; Cardio-Pulmonary Resuscitation; Emergency Equipment Necessary; Immobilization Techniques.

III. INJURIES
Tissue Regeneration and Repair and Basic Treatment Techniques; Injury Evaluation--Soft Tissue (contusion, hematomal open wounds; strain, sprains; bursitis; muscle cramping, phlebitis; nerve injuries), Dislocations, Fractures; Physiological Effects of Heat, Cold, Cryonitus, Exercise, Massage; Chest Injuries; Abdominal Injuries.

IV. LOWER EXTREMITY INJURIES
Anatomy To Consider; Mechanisms of Injury; Evaluation of Injury; Treatment; Rehabilitation--Exercise, Physical Modalities; Thigh, Knee, Leg, Ankle, Foot.

V. HEAD, NECK, AND SPINE INJURIES
Anatomy To Consider; Mechanisms of Injury; Evaluation of Injury; Treatment; Rehabilitation--Exercise, Physical Modalities; Head, Face, Spine, Pelvis, and Hip.

VI. UPPER EXTREMITY INJURIES
Anatomy To Consider; Mechanisms of Injury; Evaluation of Injury; Treatment; Rehabilitation--Exercise, Physical Modalities; Shoulder Girdle, Upper Arm, Elbow, Forearm, Wrist, Hand, and Fingers.

VII. REHABILITATION
Practical Use of Heat (cold, whirlpool, cyberkinetics, massage); Exercises.

VIII. TAPING AND PADDING
General Techniques; Taping Ankle; Taping Knee; Taping Upper Extremity; Applying Padding.

DEARBORN (MICHIGAN) PUBLIC SCHOOLS

The Dearborn teachers' master contract now states that "all persons assigned coaching responsibilities must have either a college credit course or an inservice course in the care and prevention of athletic injuries." To satisfy this requirement, William R. Kilpatrick, Coordinator, Office of Health, Physical Education, and Atnletics, organizes at least once each school year a 9-12 hour program offered for coaches on the care of athletic injuries. This program focuses on the latest trends in sports conditioning, general body structure, year-round physical fitness, prevention and care of the most common injuries, special equipment, taping, rehabilitation, and how to secure appropriate medical services and consultation.

The time is tailored to meet the needs of coaches. The most common structure has been one evening a week. Programs

also have been offered during vacation periods and in concentrated one-week sessions.

The majority of the participants in this program have taken part in one or more previous programs. This enables the instructor to spend most of the session on their most common problem.

This program is presented by the head trainer at Wayne State University in Detroit. The instructor is paid at the regular university extension teaching rate; coaches also are paid at the regular inservice rate for attending.

Other inservice provisions for coaches include: supplying coaches with up-to-date literature and films, requiring their attendance at annual State Athletic Association rules meetings, conducting pre- and post-season meetings by sport, and providing opportunities to attend coaches' clinics.

PORTLAND (OREGON) PUBLIC SCHOOLS

Paul McCall, Director of Athletic Activities, Portland Public Schools, shared with us some of the materials from inservice education programs they have conducted over the years. These programs have been on a number of different topics; but because of need, injury clinics are sponsored more frequently than other workshops.

McCall wrote, "We vary the classes and try to have something for the coaches each year. We are continually calling upon all the resource people in the community as well as many of our own district people to teach the various sessions. The cost over the years has been minimal due to the willingness of people to help. We generally have good response, but it depends on the number of new people available and the speakers."

Medical Aspects of Sports Workshops in Cooperation with the Local Medical Society

Motivation and Physical Attributes of Adolescent Athletics

This 11-night, 22-hour course was prepared for high school coaches, athletic directors, and physical education instructors through the cooperation of the Multnomah County Medical Society and the Portland Public Schools. Areas covered included:

Motivation and Physical Attributes of Adolescent Athletes--covering the fields of pediatrics, psychiatry, and orthopedics

Physical Examination-presented by a pediatrician and general physician

Medical Adjuncts to Performance--by a pediatrician

Conditioning with Cardio-Respiratory--by a physiologist; Musculo-Skeletal--by an orthopedist; Psychologic--by a psychologist

Legal Insurance--Medical Aspects: Legal--by an attorney; Medical--by a representative of the Multnomah Medical Society; Head Injuries--by a neurosurgeon

Preventive Medicine with Equipment--by a member of the Oregon School Activities Association

Training--by a trainer

Minor Injuries--by an orthopedic surgeon

Major Skeletal Injuries--by an orthopedic surgeon

Emotional Responses to Injuries--by a psychiatrist

Trunk Injuries, with Abdominal Problems, presented by a general surgeon; General Urinary--by a urologist; Chest--by a thoracic surgeon

First Aid--by a general physician

Skin Problems--by a dermatologist

Ear, Nose, and Throat Problems--by an ENT specialist

Eye Problems--by an opthalmologist

Rehabilitation--by an orthopedist

Plastic Surgery--by a plastic surgeon

Dental Restoration--by a dental surgeon

Long-Term Aspects, with the orthopedic aspect presented by an orthopedist; Cardio-Respiratory Aspects--by a cardiologist; Psychiatric Aspects--by a psychiatrist.

Recognition of Athletic Injuries

This program, sponsord by Multnomah County Medical Society and the Portland Public Schools, was given in three evening sessions of three hours each.

Program Topics: Motivation of the High School Athlete, New Innovations in Football--Protective Gear, Use of Heat and Cold in Injuries, Protective Taping Panel, Recognition of Athletic Emergencies, Abdominal and Chest Injuries, Head and Neck Injuries, Back Injuries, Physical Examinations, Injuries to the Upper Extremities, and Injuries to the Lower Extremities.

Inservice Programs for Specific Sports

Baseball Coaching Techniques

The basic idea of this class was to help not only the experienced coaches, but also the new coaches in the Portland School System, and to give direction to the assistant coaches who have never coached baseball but have played the game, or those individuals assigned by the administration on a temporary basis.

Speakers were encouraged to: (a) allow time for group discussion in each area, (b) plan for group participation where possible, (c) use student demonstrators at their discretion, and (d) use films, filmstrips, or overhead projectors.

Areas covered included:

Administrators of Athletics in Portland

Weight Training in Athletics

Organization of Baseball Program--practice organization, drills

General Pre-Season Conditioning--all players, pitchers

Conditioning Schedule for Pitchers--pre-game and post-game during the regular season

Defensive Fundamental Skills--fundamentals or mechanics of pitching, 1st base play, 3rd base play, 2nd base and shortstop, catching and outfield play

Offensive Skills--base running and slide techniques, bunting techniques, hitting

Game Situations--offensive (when to bunt, steal, squeeze), general terminology (safety and suicide squeeze, hit and run), base coaching techniques, signals, defensive alignments (cut-offs and relays, player shifts on ball hit to various areas of field, how to defend against the sacrifice bunt), individual skills or general requirements for a player in various positions, rainy day drills inside and outside

General Subjects--care and prevention of injuries, score keeping, coach-sportswriter relationships, interesting news items or statistics for use in sports columns, what can be done by the coach and school to facilitate the sportswriter

Rule Interpretations--new rules, umpire assignment problems, improvement of coach-umpire relationships.

Coaching Techniques--Wrestling

Sessions I and II: Administration of athletics in Portland.

Session III: Understanding the developmental nature of the freshman and junior varsity programs; staff organization and utilization; setting the pre-season schedule--type and quality; promotion of turnout, accommodation of large numbers--best use of facilities; organizing a match or tournament; training procedures and conditioning drills--including weight training.

Session IV: Equipment purchase and care--including first aid, selection and training of managers, filming of matches, tape recording matches, mat care--horsehair and ensolite type; publicity; coaching methods and drills--takedowns and counters.

Session V: Weight control--weigh-in system, rules; scouting; treatment and care of injuries; personal hygiene and cleanliness; responsibility for injuries; coaching methods and drills--reversals and counters.

Session VI: Public relations--crowd, referees; coaching ethics; coaches; visiting team responsibility; coaching methods and drills--escapes and counters.

Session VII: Record keeping; point systems for letter awards; banquets and awards; keeping in touch--encouraging all sports participation; relays and games--breaking the monotony; coaching methods and drills--pinning combinations.

Coaching Techniques--Track and Field

Session I: School District Policies and Regulations--concerning athletics.

Session II: School District Regulations--relation of the school athletic director to the program, repair and maintenance of equipment, accident procedures, conduct of a meet, ordering of equipment.

Session III: Pre-Season Preparation for Track and Cross Country; Publicity and Press Coverage--beginning of the season sign-up; testing programs that help in selection of the team; methods in mass drills that will help in the keeping of large squads; how to prepare a squad for a meet, conduct of the squad at a meet, relationship of the squad to the meet officials such as the Clerk of Course.

Session IV: Distance Running and Cross Country-

Portland's views about distance running, interval training, and other methods; weight training programs for all events.

Session V: The Sprint and Hurdle Events; Relays--techniques of training in the 100-yard dash, the 220-yard dash, the 440-yard dash, the 120-yard high hurdles, the 180-yard low hurdles, the 440-yard relay, and the mile relay.

Session VI: The Weight Events--from start to finish with the javelin, shot, and discus.

Session VII: The Jumping Events--selection and training of the pole vaulter, high jumper, and long jumper; special rules that apply to the competition in these events; summary discussion of the inservice course: Has it been worthwhile? What can make it better next time?

Basketball Coaching Clinic

Sessions I and II: Administration of Athletics.

Session III: Responsibility of various coaches in the basketball program, individual defensive play.

Session IV: Shooting, ball handling--passing, dribbling, pivot.

Session V: Rules, scouting, rebounding and backboard play.

Session VI: zone defense, man-to-man defense, zone press, man-to-man press.

Session VII: Organization of practice, procedure on game day, single post offense, double post offense, zone offense.

PHOENIX (ARIZONA) UNION HIGH SCHOOL DISTRICT
INSERVICE PROGRAM FOR NEW COACHES

"The Phoenix Union High School District has profited from its method of training new coaches to help meet the demand for additional coaches in implementing Title IX," wrote Ed Long, Director of Athletics.

"We have tried to improve a coach's knowledge of state, conference, and district athletic rules and regulations with a series of three monthly meetings covering the duties, authority, and responsibility of the Executive Secretary and Board of Directors of our state athletic office and how a coach might relate to this organization in recommending

changes. This is an area of education usually null and void at the college training level.

"These monthly sessions include specific orientation regarding rules of eligibility, transfer rules, amateur status, sports seasons, permissible coaching out of season, participation on school and nonschool teams, etc. Other topics covered are duties and responsibilities of a coach at the school district and local campus level, such as budgeting and purchasing procedures; property control; on- and off-the-field supervision; relationships between coach/student athlete, coach/campus athletic administrator, coach/district athletic director; coaching conduct on and off the field; and a brief introduction to the basic written documents that govern the interscholastic sport program of the state, conference, and district.

"These three monthly sessions are concluded with a written examination which assists the coach in identifying how well he or she has done in improving his or her knowledge of the topics covered.

"We also annually have coaching clinics during the mid-year break where emphasis is on sports new to our interscholastic program. These have been extremely helpful in phasing in new sports and new coaches who have frequently had limited or no experience and needed assistance and direction in starting a new program."

STATE OF OHIO
COOPERATIVE INSERVICE EDUCATION PROGRAMS

OAHPER Convention

The State of Ohio Department of Education, in cooperation with the Ohio State Medical Association, the Ohio High School Athletic Association, and the Ohio Association for Health, Physical Education, and Recreation, annually conducts a one-day conference on Sports Medicine as a part of the OAHPER State Convention. Four of these annual symposiums have been held.

In a letter to administrators urging participation of their personnel, the State Superintendent of Public Instruction wrote: "The medical aspects of interscholastic athletics and physical education are of growing concern to the

persons who are responsible for the management of schools. . . . We feel that it is important that the faculty member (coach) responsible for students participating in interscholastic athletics should be knowledgeable about the medical aspects of sports activities and should continuously be apprised of the latest developments emanating from the medical and training research on sports activities.

"To assist the Ohio Department of Education in providing school personnel with the latest information in the area of sports medicine and athletic training, OHSAA, OSMA, and OAHPER are sponsoring a cooperative conference on sports medicine, in conjunction with the state OAHPER convention. . . . To serve as documentation for pursuing the new knowledge in the medical aspects of sports activities, a certificate of participation will be presented to the conferees."

Some Topics of the 1977 Conference:

Legal Problems in Sports
Medical Problems in Handball, Squash, and Racketball
Women in Sports
Human Performance Laboratory
Strengthening Exercises for Better Athletic Performance
The Woman as a Long Distance Runner

Some Topics of the 1976 Conference:

Values and Methods--Pre-Season Conditioning and Pre-Game Warm-up
Nutrition in Athletics
Taping Joints and Injuries
Coaches' Influence on Athletes
Neck Injuries and Rehabilitation in Athletes
Knee Injuries in Sports
Low Back Pain in Athletes
Immediate Treatment of Sprains, Strains, and Contusions
Shoulder Problems--Swimming, Tennis, Baseball
Winter Sports Injuries
Management of Ankle Injuries
Women in Interscholastic Sports
Management Nuisance Problems

Some Topics of the 1975 Conference:

Recognition of Scoliosis
Now That Women Are In Interscholastic Sports
Track Injuries and Precautions
The Nautilus Machine . . . What It Can and Cannot Do
Swimming for All Ages
Athletic Participation and Lightning
Injuries to Women Athletes
Cycling and Your Health
Take Good Care of Your Arm
Rehabilitation of Muscle Injuries from Track

Some Topics of the 1974 Conference:

Athletic Injuries of the Brain, Spinal Cord, and Peripheral Nerves
Strengthening Exercises in Conditioning
Planning for the Female Athlete
Injuries of the Thigh
Rehabilitation Following Injuries of the Neck
Importance of Pre-Season Physical Examinations

OSMA/OHSAA Joint Advisory Committee on Sports Medicine Inservice Programs for Coaches

For a number of years, the Joint Advisory Committee on Sports Medicine of the Ohio State Medical Association and the Ohio High School Athletic Association have sponsored conferences for coaches. These conferences are limited to health and safety aspects--including first aid techniques. Most of these conferences are hosted by county medical associations. Excerpts from several of these programs are given here.

Wide, Wide World of Sports Medicine

This program was offered in conjunction with the Ohio State Medical Association's Annual Meeting. The program was sponsored by the OSMA Section on General Practice, the OSMA Section on Sports Medicine, the Joint Advisory Committee on Sports Medicine of the OSMA, and the Ohio High School Athletic Association. There was no registration fee.

Program Topics: A Younger Physician Looks at Sports Medicine; Injuries from Running, Throwing, Lifting, and Falling. A visual demonstration, with the help of Ohio State University athletes, illustrated athletic injuries which occur in many non-contact sports. This was followed by a discussion of the prevention, treatment, and rehabilitation of these acute injuries.

Some Essentials of Athletic Injury Care

Mount Union College and the Stark County Medical Society's Committee on Sports Medicine, both interested in the care of athletic-related injuries, have hosted meetings on the care of athletic injuries at Mount Union College in Alliance, Ohio. No fee or preregistration was required.

Though the meetings were mainly for interested physicians, nurses, trainers, and coaches, any other interested persons were invited to attend. Topics of past meetings included: The Athletic Training Program at Ohio State University; Treatment of Ankle, Shoulder, and Knee Injuries; On the Field Decisions; and Head and Neck Injuries.

Ohio State University Center for Continuing Medical Education--Postgraduate Institute on Sports Medicine

These institutes are sponsored by the Ohio State Medical Association; the Ohio State University College of Medicine, Division of Orthopaedic Surgery; and the Ohio High School Athletic Association.

Program Topics: At a recent Institute, topics included: The Latest in Prevention and Treatment of Heat Illness; Use and Abuse of Drugs in Athletics; Symposium on Medical and Legal Aspects of the Decision To Play or Not To Play; Role of the Ohio State High School Athletic Trainers' Association; Getting the Most from the Part-Time Athletic Trainer; Symposium on Relationships Among Coach, Athletic Trainer, and Team Physician; The Need for Certification of Athletic Coaches in Secondary Schools; and small sections on Taping Techniques for the Upper Extremities; Taping Techniques for the Lower Extremities; Eye Care; Dental Protection; Examination of the Knee; and Equipment Fitting.

The first day and a half of this three-day institute was open to physicians only. The registration fee of $60 for physicians, $15 for coaches and trainers, included the cost of registration materials and luncheons.

Ohio Valley Conference on Sports Medicine

This meeting at Steubenville, Ohio, was sponsored by the Ohio Valley Chapter, Ohio Academy of Family Physicians; the Fort Steuben Medical Foundation; and the Joint Advisory Committee on Sports Medicine of the Ohio State Medical Association and the Ohio High School Athletic Association.

Registration was $10 for physicians; there was no registration fee for coaches, trainers, other school personnel, nurses, interns, or residents. Registration materials were provided as a public service by the OSMA/OHSAA Joint Advisory Committee.

Program Topics: Use and Abuse of Drugs in Athletics; Latest in Prevention and Treatment of Knee Injuries; Head and Neck Problems in the Athlete; Five-Year Injury Pattern in Ohio State University Football--Management of the Acute Athletic Injury; Role of the Part-Time Trainer--Setting up a High School Program with a Student Trainer; and Myositis Ossificans and Record Keeping.

Sports Medicine Seminar

This seminar in Springfield, Ohio, was presented by the Clark County Medical Society and the Wright State University School of Medicine, Department of Postgraduate Medicine and Continuing Education. There was no registration fee.

Program Topics: The Doctor and the Athlete; Interrelationships Among Doctors, Coaches, and Trainers; The History of the Olympic Games/Medical Care and Support Given to Olympic Athletes; Head and Cervical Spine Injuries; and Conditioning.

RHODE ISLAND PUBLIC HEALTH NUTRITION SERVICE
INSERVICE EDUCATION PROGRAM FOR COACHES

The Rhode Island Public Health Nutrition Service has been involved in two inservice education programs for coaches, athletic directors, and physical education instructors.

The planning committee for each institute was comprised of a nutritionist and health educator from the Health Department, a nutritionist from the Dairy Council, and a high school coach. Most of the cost of materials distributed and

of the honoraria for the keynote speakers and resource people was subsidized by the Nutrition Foundation, Inc., which made a contribution toward each program's cost. The Health Department and the Dairy Council made up the additional costs--the Health Department for materials distributed, and the Dairy Council for refreshments provided at the two institutes.

The Public Health Nutrition Service reported that it was very difficult to plan an evening (or day) program for a time of year suitable for all coaches. Football coaches did not want to attend in the fall, baseball and track coaches in the spring.

Rhode Island does not yet have any mandatory health education requirements for teacher preparation. The tremendous variation in nutrition background among the participants made it difficult to conduct a program which met all participants' needs; M. Constance McCarthy, Chief of the Public Health Nutrition Service, felt it was assumed participants had more knowledge in nutrition and physiology than they actually had.

The planning committee felt that those showing the most interest in nutrition were the track and wrestling coaches and the physical education instructors; smaller workshops for selected groups with like interests were recommended. Also, participants responded better to informal presentation than to lecture. Inclusion of a respected trainer in each program as a resource person (commentator and reactor) seemed to have a very positive effect on the program's credibility.

Each participant received a copy of Nutrition for Athletes--A Handbook for Coaches, as well as other materials relating to normal nutrition, nutrition for teenagers, and reliable local nutrition resources in the state of Rhode Island.

The workshops were sponsored by a host school or college and the following organizations: New England Dairy and Food Council; Principals' Committee on Athletics; Rhode Island Association of Health, Physical Education, and Recreation; Rhode Island Athletic Directors' Association; Rhode Island Department of Education; Rhode Island Department of Health; and the Nutrition Foundation, Inc. Advance publicity in the sports section of the newspaper was helpful, as was publicity from the various athletic associations and departments of education.

NEW YORK STATE GUIDELINES FOR PRESERVICE OR INSERVICE EDUCATION PROGRAMS FOR NONCERTIFIED COACHES

In 1974, the New York State Education Department adopted guidelines for preservice or inservice education programs for noncertified coaches. These guidelines could well be used as models by other states or by school districts, and are reproduced on the following pages for that purpose. The New York guidelines state:

> All non-physical education certified teachers who start coaching interschool athletic teams in any capacity at any level in New York State schools on or after September 1, 1974, must satisfactorily complete an approved preservice or inservice education program for coaches within three years of appointment as a coach but must begin the program by taking at least one course or credit experience by the second year. Persons who were legally coaching interschool athletic teams in New York State prior to September 1, 1974, may continue to coach in any sport.
>
> It is the responsibility of the superintendent of schools or chief school officer to see that all noncertified physical education teachers who are or will be coaching have satisfactorily completed the education program for coaches or will have completed such a program within three years of appointment as a coach. Each school district is responsible for keeping permanent records on persons who have been or are coaching in that school district, including sport coached, period of time, capacity, and data concerning the education program, if pertinent.
>
> There are three ways to complete the education program requirement:
>
> 1. Preservice and inservice programs. Preservice courses may be taken by men and women preparing to become teachers. Individuals eligible to take inservice education courses are men and women who are certified to teach in New York State, including Assistants and Visiting Lecturers who have been approved by the State Education Department. Out-of-state coaches coming to New York are required to take the inservice education program in total or in

part. The agency offering this program may grant credit for the areas of "theory and techniques of coaching" and "health sciences applied to coaching" upon the presentation of appropriate evidence that the person's background in these areas is satisfactory.

However, all out-of-state coaches are required to take the course in "Philosophy, Principles, and Organization of Athletics in Education" to assure that they are familiar with the philosophy and regulations governing athletics in this state. It is strongly recommended that physical education teachers coming into the state to coach also take this course for the same reason.

The courses in "philosophy" and "health sciences" herein outlined will suffice to meet the requirements for each and all of the designated activities. In addition to these courses, a minimum of two semester hours or 30 clock hours in "coaching theory and techniques" are required in each sport for which approval is requested by a candidate. Please note, however, that for sports hereinafter listed as "non-strenuous and non-contact," only the "philosophy" course is mandated. Each program offered must have the prior approval of the State Education Department. Applications are to be made to the Division of Physical Education and Recreation. To be approved, each course must be specifically designed to include at least the following content:

a. Philosophy, Principles, and Organization of Athletics in Education (2 to 3 semester hours or 30 to 45 clock hours). Basic philosophy and principles of athletics as integral parts of physical education and general education; state, local, and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchase, and facilities. (Note: Not to be a course in "administration.")

b. Health Sciences Applied to Coaching (3 to 4 semester hours or 45 to 60 clock hours). Selected principles of: biology, anatomy, physiology, kinesiology, psychology, and sociology related to coaching; human growth and development; safety; first aid and care of injuries; training and conditioning of athletes.

c. Theory and Techniques of Coaching (a designated sport) (2 to 3 semester hours or 30 to 45 clock hours). History, objectives, rules, regulations, and recommendations; teaching methods, performance skills, technical information (offense, defense, strategy, etc.); organization and management; methods for developing, training, and conditioning athletes; care and fitting of equipment; safety; officiating.

Following is a listing of the minimum hours to be scheduled for various sports:

a. Strenuous/Contact Activities (Minimum: 9 semester hours or 120 clock hours)
   (1) "Philosophy" course: 2 to 3 semester hours or 30 to 45 clock hours
   (2) "Health Sciences" course: 3 to 4 semester hours or 45 to 60 clock hours
   (3) "Coaching Techniques" course: 2 to 3 semester hours or 30 to 45 clock hours.

b. Non-Strenuous/Non-Contact Activities (Minimum: 2 to 3 semester hours or 30 to 45 clock hours)
   (1) "Philosophy" course: 2 to 3 semester hours or 30 to 45 clock hours.

Strenuous/Contact Activities include: football, soccer-speedball, track and field (cross-country, indoor, outdoor), gymnastics, wrestling, basketball, swimming, ice hockey, baseball-softball, lacrosse, field hockey, team handball, volleyball, tennis, badminton, fencing, crew, skiing, and handball.

Non-Strenuous/Non-Contact Activities include: bowling, golf, archery, riflery, shuffleboard, and table tennis.

Who may offer approved programs? Programs may be given by four-year colleges and universities, two-year colleges, individual school districts, several school districts in concert, the Board of Cooperative Educational Services (BOCES), professional organizations, and other recognized groups or agencies that receive approval from the State Education Department for such programs. Agencies wishing to offer the program shall make application to the Division of Physical Education and Recreation.

A minimum of 10 weeks must be allowed for processing each application. The person making the application should be the chief executive officer or comparable person for the sponsoring agency. Two copies of all materials shall be submitted. Upon approval, one copy will be returned to the applicant.

The materials to be submitted for program approval shall include:

a. A description of the content in each course, including the basic information as outlined above
b. The name of person(s) teaching the course(s), including his college transcripts and evidence to verify his experience and demonstrated competency to teach that particular course
c. A listing of the resource persons and materials that the agency has or has access to
d. A statement as to the time allocation for each course
e. A description of the evaluation techniques to be used
f. A statement from the agency indicating its responsibility for keeping permanent records on students who satisfactorily complete its courses.

Additional education experiences. Credit toward partial fulfillment of the education program for coaches may be achieved through participation in appropriate conferenes, clinics, coaching schools, and other experiences of a comparable nature, either in part or whole. The Division of Physical Education and Recreation will compile an annual listing of such programs with the

amount of credit approved for each. Organizations desiring to be included on this list should write to the Division.

2. Proficiency Examination. Non-physical education certified teachers wishing to obtain approval for coaching a specific sport through a proficiency examination may obtain names and addresses of Education Department approved examiners by writing to the Division of Physical Education and Recreation. Such examinations will encompass the same knowledge areas as the college and inservice education courses.

   Examinations will consist of a written and/or oral phase as well as a practical test in most cases. Examiners will be authorized to issue letters of approval to applicants upon satisfactory completion of all phases of the exmination. Examiners will accept evidence of attendance at approved college and/or inservice education courses as partial fulfillment of subject areas in which the applicant is to be examined. Conversely, following the examination, any areas deemed not acceptable to the examiner may be satisfactorily completed by attending an approved college or inservice education course covering those areas and thereafter presenting evidence of attendance to the examiner.

3. Equivalent Experience Which May Be Approved by the Commissioner of Education. To obtain the Commissioner's approval for an equivalent experience, teachers must possess an unusual background in the areas specified for minimum college and/or inservice programs, including knowledge and application.

   Since emphasis is on the unusual conditions pertaining to the individual case, it is anticipated that few teachers will meet the education program requirement in this manner. Persons interested in making application for equivalent approval may obtain forms from the Division of Physical Education and Recreation. The completed application must be signed and transmitted to the Division by the chief officer in the school district where the applicant

will be coaching. The application must be accompanied by evidence verifying essential facts included in the application. Once approved in this manner, the teacher may coach in the sport(s) in which he is approved in any school in the state.

NASSAU COUNTY (NEW YORK) COACHING CERTIFICATION PROGRAM

The following material illustrates how a local school district's Division of Continuing Education provides inservice training programs for the noncertified coach.

Many schools in New York State are finding themselves in the unique position of having expanding programs of athletics, especially in girls' sports while, at the same time, coaching staffs are stabilized or even reduced, due to decreasing enrollments. The State of New York requires all candidates for coaching positions to have received credit for courses in First Aid and Safety, Athletic Injuries and Prevention, Administration and Philosophy of Athletics, and Techniques of Coaching.

The President of the Nassau County Council of Administrators of Health, Physical Education, and Recreation informed the membership of the enormity of the problem and requested that some action be taken. An advertisement was placed in the New York Times for candidates willing to coach in Nassau County. Arrangements were made with the Executive Secretary for Athletics at the county offices of the Board of Cooperative Educational Services (BOCES) to use that office as a clearinghouse, where applications could be submitted and retained for those Athletic Directors seeking applicants for coaching vacancies.

In addition, a committee of nine persons was established to plan a program that would enable classroom teachers, or certified teachers who were not employed at the time, to meet the requirements established by New York State for athletic coaching. The committee, composed of representatives of the Nassau County Council of Administrators of Health, Physical Education, and Recreation (CAHPER) and the Association of Women in Physical Education in New York State (AWPENYS), proposed a curriculum and then called upon the Adult Education Program of the Glen Cove School District for assistance. The Director of the Adult Education Program and the Superintendent of Schools endorsed and fully supported the program.

The courses in First Aid and Safety and the Philosophy, Principles, and Organization of Athletics are offered during the fall term. Courses in Theory and Techniques of Coaching Athletics and Prevention and Care of Athletic Injuries are offered during the winter term beginning in January.

Each course of instruction consists of 15 sessions of two hours in length. A research paper or final exam is required in each course, and an evaluation of the courses is requested of the participants. For each course, two semester hours of credit are granted, and the cost of registration is $50 for each course.

Instructors are chosen from the Administrators of Athletics, high school coaches, college coaches, college teachers, college and professional team trainers, doctors, lawyers, and school administrators of Nassau County, according to their areas of interest and competence. Instructors are paid for each course they teach.

The original committee plays a continuing role in meeting three or four times a year to analyze the program, to review evaluations, to recommend changes, and to evaluate credits requested for completion of courses elsewhere. Upon completion of the four courses, a certificate is to be presented to indicate the fulfillment of the requirements for coaching athletics in New York State. It is signed by representatives of the three sponsoring agencies--the Council of Administrators of Health, Physical Education, and Recreation; the Association of Women in Physical Education in New York State; and the Glen Cove School District Adult Education Program.

Course Descriptions

Theory and Techniques of Coaching Athletics

Description of the Course Content. History, objectives, rules, regulations, and recommendations; teaching methods; performance skills; technical information (offense, defense, strategy); organization and management; methods for developing, training, and conditioning athletes; care and fitting of equipment; safety and officiating for the following sports: tennis, swimming, field hockey, track, football, soccer, softball, baseball, lacrosse, volleyball, gymnastics, basketball, and wrestling.

Topics:

1. Course Introduction
2. Teaching Techniques in Athletics
3. The Psychology of Coaching
4. Developing Team Cohesion
5. Communications and Public Relations
6. Personality Traits of the Coach and Athlete
7, 8, and 9. Individual Sport Techniques (choose only one)
   a. Tennis
   b. Swimming
   c. Field Hockey
   d. Track and Cross Country
   e. Football
   f. Soccer
10. Planning and Organization
11, 12, and 13. Individual Sport Techniques (choose only one)
   a. Lacrosse
   b. Softball and Baseball
   c. Volleyball
   d. Gymnastics
   e. Football
   f. Wrestling
14. Motivation and Inspiration
15. Summary and Evaluation

In addition to the six instructional hours in each individual sport, every student enrolled in this program is expected to prepare a report reflecting six hours of independent study in the sport selected by that student.

Philosophy, Principles, and Organization of Athletics in Education

Description of the Course Content. Basic philosophy and principles of athletics as integral parts of physical education and general education; state, local, and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchase, and facilities.

Topics:

Introduction--Purpose and Value of Course: determination of objectives, problems and solutions--methodology, program goals and objectives.

Roles and Philosophy: athletic director, philosophy of athletics.

Commissioner's Regulations: difference rules, regulations, law, policy, procedure; qualifications for employment of coaches; requirements and certification.

Organizations: National Federation, state association, section athletic and advisory councils, league structure (male and female).

Rules and Regulations: eligibility standards, sports standards, protest procedures.

Responsibilities and Liabilities of Coaches: job expectations, appraisal techniques and content, legal liability.

Policies for Athletics: rights of student athletes, senior high policies, junior high policies, awards policy, individual representation in school-sponsored events.

Sports Officials: organization, scheduling, evaluation, blackball rule.

Procedures for Coaching: general, physical examinations, emergency situations, insurance.

Budgeting for Athletics: inventory records, codes for budget use, considerations in preparation, equipment care.

Implications of Title IX: the law, interpretations, problem possibilities, possible solutions, recommendations.

Motivation Devices: awards, emotions, traits of athletes, recruiting, inspiration.

Public Relations: community, staff, parents, officials, news releases, board of education.

Organization of Practices: planning, scheduling, strict time allotments, utilization of staff.

Summary Session.

Health Sciences Applied to Coaching
Part I: First Aid and Safety

Description of the Course Content: selected principles of biology, anatomy, physiology, kinesiology, psychology, and sociology related to coaching; human growth and development; safety; first aid and care of injuries; training and conditioning of athletes.

Topics:

1. Introduction
2. Shock
3. Respiratory Emergencies
4. Cardiopulmonary Resuscitation
5. Choking
6. Wounds
7. Drugs and Abuses
8. Transporting Injury Victims
9. Heat Stroke and Heat Exhaustion
10. Frostbite and Cold Exposure
11. Burns
12. Dressings and Bandages
13. Bone and Joint Injuries
14. Muscle and Ligament Injuries
15. Review and Summary

Health Sciences Applied to Coaching
Part II: Prevention and Care of Athletic Injuries

Description of the Course Content: same as Part I.

Topics:

1. Course Introduction
2. Structure and Functions of the Bones
3. Muscles and Their Actions
4. Taping of the Upper Extremities
5. Taping of the Lower Extremities
6. The Injury Problems in Athletics and Principles of Prevention
7. Prevention, Care, and Rehabilitation of Head, Neck, and Spinal Injuries
8. Prevention, Care, and Rehabilitation of Sprains, Strains, and Bruises
9. Prevention and Care of Heat Exhaustion and Heat Stroke
10. Safety and Emergency Procedures
11. Training for Endurance
12. Conditioning for Strength
13. Conditioning for Flexibility
14. Legal Liability for Athletic Injuries
15. Summary and Evaluation

SCOPE (SUFFOLK COUNTY, NEW YORK)
INSERVICE EDUCATION PROGRAMS

The Suffolk County Organization for the Promotion of Education (SCOPE) has made every effort to present workshops

to assist all those interested in coaching to meet the new regulations as set forth by the State Education Department. These workshops are offered in cooperation with Suffolk Community College. Following are the various workshops presented.

The Prevention and Care of Athletic Injuries

12 consecutive sessions. Inservice credits: 2.
Registration fee: member $80, nonmember $130.

This workshop is designed for coaches, physical education teachers, and others involved in the training of youngsters for participation in athletic programs and events. It is the goal of this workshop to provide sufficient training for participants to understand the basic precepts of injury prevention and to accurately assess and manage injuries should they occur. Topics will include: Physical Conditioning; Taping and Bandaging; Types of Injuries and Their General Treatment; Heat and Dehydration; Proper Protective Equipment; Foot and Ankle Care; Lower Leg, Knee, and Thigh Conditions and Injuries; Assessment of On-Field Injuries and Proper Emergency Care Techniques; The Female Athlete; Summary.

Philosophy, Principles, and Organization of Athletics in Education

Fall. 14 consecutive sessions. Inservice credits: 3.
Registration fee: member $120, nonmember $195.

This workshop will present the basic philosophy and principles of athletics as integral parts of physical education and general education. State, local, and national regulations and recommendations related to athletics will be reviewed. Topics will include: General Safety Procedures, Legal Considerations, Function and Organization of Leagues and Athletic Associations in New York State, Regulations of the Commissioner of Education, Modified Junior High School Programs, The Female Athlete, Personal Standards for and Responsibilities of the Coach as a Leader, Public Relations, General Principles of Budgets, Record Keeping, Purchase and Facilities, Summary.

Health Sciences Applied to Coaching

12 consecutive sessions. Inservice credits: 2. Registration fee: member $90 (registration fee $80 plus $10 materials fee), nonmember $140 (registration fee $130 plus $10 materials fee).

This workshop is designed for coaches, physical education teachers, and others involved in the training of youngsters for participation in athletic programs and events. It is the goal of this workshop to develop an understanding of those concepts of the health sciences that apply directly to coaching and to develop ways of implementing the understandings on the field. Topics will include: Anatomy, Physical Conditioning, Heat and Dehydration, Assessment of On-Field Injuries and Proper Emergency Care Techniques, Kinesiology, First Aid, Cardiopulmonary Resuscitation.

Theory and Techniques of Coaching

A series of three six-week workshops covering a total of nine sports, for teachers wishing to meet the educational requirements for coaching athletics, is offered in cooperation with Suffolk Community College. In any of the workshops, the participant will study coaching theory at six sessions and the coaching techniques of one of the particular sports at six sessions. The sports are grouped in the following manner: Football, Soccer, and Field Hockey; Basketball, Wrestling, and Swimming; and Baseball, Track and Field, and Softball. Each completed workshop offers two inservice credits. Registration fee: member $85 ($80 plus $5 material fee), nonmember $135 ($130 plus $5 material fee).

In the case of a teacher who has satisfactorily completed one workshop and wishes to study a second sport, attendance at the theory sessions of the second workshop will not be necessary. Satisfactory participation in the techniques sessions for a second sport will earn one inservice credit and will fulfill that portion of the state requirements.

These six-week workshops are designed to meet the state education requirements for teachers interested in coaching. The first session each week is devoted to coaching theory; the second, split among groups, each with its own instructor, is devoted to the techniques of coaching a specific sport.

Topics for the theory sessions will include: The Coach as a Person; Organization and Management of Athletic Programs; Developing, Training, and Conditioning Athletes; Safety; Officiating; Social, Moral, and Physical Values Inherent in School and Inter-School Sports; Legal Considerations; Function and Organization of Leagues and Associations; Budget and Records; Public Relations and the Media.

Topics for the coaching techniques sessions will include: History and Objectives, Rules and Regulations, Methodologies in Teaching Performance Skills, Technical Information (offense, defense, strategy), Care and Fitting of Equipment, Safety Aspects of Particular Events, Rules and Procedures for Officiating.

STATE UNIVERSITY COLLEGE, ONEONTA, NEW YORK
ATHLETIC COACHES PREPARATION--SUMMER WORKSHOP

The Health and Physical Education Department of the State University College, Oneonta, New York, offers a summer workshop designed to "register" non-physical education certificated teachers to coach designated interschool athletic activities. Information regarding the 1977 Summer Workshop follows.

Course Descriptions

Philosophy, Principles, and Organization of Athletics in Education

A review of basic philosophy and principles of athletics as an integral part of the total educational experience. Understanding of local, state, and national regulations and recommendations related to athletics, legal considerations, personal standards for the responsibilities of the coach. Text: Coaching Ideas and Ideals by Arthur J. Gallon and the New York State Public High School Athletic Association Handbook. 3 hours credit.

Topics:

1. Philosophy and Principles of Athletics as Part of the Total Education
   a. Development of interscholastic athletics
   b. Educational value of interscholastic athletics

2. Local, State, and National Rules and Regulations
   a. State and federal athletic associations
   b. State regulations--participation, eligibility, duration of competition, sports standards, mixed emotions

3. Legal Considerations: immunity for school districts; tort liability and negligence; prudence, supervision, equipment, and facilities; physical examinations, medical assistance

4. Leagues and Conferences, Athletic Associations: formation; scheduling

5. Principles of Budgets: purchase, records, facilities-maintenance

6. Nature of Coaching Profession: roles of coach, ethics of coaching

Health Sciences Applied to Coaching

Selected principles of biology, anatomy, physiology, kinesiology, psychology, and sociology related to coaching; human growth and development; safety; first aid and care for athletic injuries; practical laboratory experiences related to physiology of exercises and prevention and care of injuries. Text: Modern Principles of Athletic Training, 4th Ed. by Carl E. Klafs and Daniel D. Arnheim. 4 hours credit.

CANADIAN NATIONAL COACHING DEVELOPMENT PROGRAM

This program is designed to offer coaches of all sports various levels of specialized knowledge. The program should help the novice and inexperienced coach to understand the fundamentals of coaching, and enable the more seasoned coach to improve his or her skills by acquiring the most recent coaching principles.

Structure and Scope

The program is on a five-level system. Each level consists of a theory, a technical, and a practical component.

THE MODEL

	Theory	Technical	Practical
Level I	16 hours	16 hours	1 year
Level II	40 hours	40 hours	3 years
Level III	60 hours	60 hours	5 years
Level IV (National)			
Level V (International)			

The model notes contact hours in each component for Levels I, II, and III.

The program is national in scope. Each provincial and territorial government, in cooperation with the approximately 60 Provincial Sport Governing Bodies now existing, is responsible for administering the first three levels. The Federal Government and the National Sports Governing Bodies will be responsible administratively for Levels IV and V.

Physical Education graduates may be exempted from the Level I General Theory course; they will, however, be required to complete the Technical and Practical components.

The Theory

The Theory component enables coaches of different sport, age, and sex backgrounds to learn general coaching principles and to see how these principles could be applied to various sport situations. The Theory classes also provide coaches with the opportunity to share experiences and learn from each other.

Topics Covered in Theory:

Role of Coach--clarifies responsibilities of a coach and discusses various aspects of the interrelationships existing between coach, athlete, and team.

Psychology of Coaching--looks at psychological needs of the athlete, motivation, psychological preparation for games.

Motor Learning--explains process by which physical skills are learned most effectively.

Sports Medicine--analyzes care, prevention, and understanding of sports injuries.

Biomechanics--explains mechanisms of human motion whether on land, in water, or in the air.

Exercise Physiology--relates performance of physical activity to body functions such as working and action of muscles or circulatory system.

Growth and Development--relates physical activity to various age, sex, and growth differences of athletes.

Training Methods--discusses diet, pre-season training, effect of exercise, training methods for different sports.

The Technical

When a coach has completed the General Theory course, he or she then takes a Technical course in the sport of his or her choice. The Technical courses relate the updated methods for teaching and learning of physical skills and strategies of the particular sport. They also specifically apply the general coaching principles studied in Theory.

Technical courses have been designed by the respective National Sports Governing Bodies, with technical assistance from the Coaching Association of Canada. Only qualified instructors teach these courses, under the supervision of the Sports Governing Bodies.

The Practical

Once a coach has taken the Theory and Technical components, he or she can then apply the knowledge acquired by actually coaching. Where possible, coaches are being given on-the-scene evaluation by regional and area representatives of the Sports Governing Body.

The Certification Process

It is recommended that a coach take the General Theory course of one level, follow it with the sport-specific Technical course, and then coach in the Practical component.

Only when a coach completes the Theory, Technical, and Practical requirements of any one level wil he or she be certified at that level. Also:

At Level I--Theory, a pass is based on 100 percent attendance. At Levels II and III--Theory, a pass will be based on successful completion of an exam.

Specific requirements of certification relative to Technical and Practical components are available from the Sport Governing Body concerned.

A coach may take all the Theory courses prior to the Technical or vice-versa. However, he or she must take I prior to II, II prior to III. It is recommended that a coach take the Theory, Technical, and Practical of one level before advancing.

The progress of a coach is processed through the Provincial Government with assistance from each Sports Governing Body. All records will be centrally computerized. There will be joint certification between the provincial government and the respective Sports Governing Body.

SUMMARY

It is to be hoped that the use of noncertified personnel in the interscholastic athletic program is only a temporary phenomenon. Regardless of what the future holds in this respect, however, it is imperative for the safety and welfare of young athletes that anyone working with these students meet minimal standards. For the foreseeable future it appears that the burden of ensuring this minimal level of competency rests with the local school system. Administrators, school and athletic, have an obligation to provide the kinds of knowledge, experiences, and opportunities that will give individuals the basic understandings and competencies the profession recommends a coach should possess.

The long-range goal is still for every state to implement coaching certification requirements. Everyone with an interest in the welfare of student athletes needs to work toward the concept of certification of all athletic coaches. To that end, Noble and Corbin recommend the following actions:

> That the national professional associations related to coaching and physical education develop an organized

plan of public relations and a lobbying effort to help individual states implement coaching certification requirements.

That supporters of coaching certification direct their efforts to talk to others rather than themselves concerning coaching certification requirements. We must talk to teachers, principals, superintendents, and parents. We must write articles for their journals and speak to their groups if our efforts are going to bring coaching certification or endorsements to each state as the AAHPER Task Force [on the Professional Preparation of Coaches] implies.

That we (state certification personnel, teachers, coaches, college professors, and other interested parties) work together to clarify existing coaching certification requirements. Many existing requirements are difficult to interpret and in some cases seem to allow "escape clauses" for those who do not want to meet the requirements.

That we consider alternative approaches to preparing coaches. Certification by the state board of education even if not required (an endorsement) is far better than no certification and is also far better than an endorsement by individual teacher-preparing institutions.

READER RESPONSE

The Educational Resources Information Center (ERIC) is a nationwide information system of the National Institute of Education, whose basic objective is to provide ideas and information on significant current documents in education, and to publicize the availability of such documents. Through a network of specialized clearinghouses, ERIC gathers, evaluates, abstracts, and indexes these materials, and processes them into a central computerized data system. The scope of the ERIC Clearinghouse on Teacher Education is the preparation and continuing development of education personnel, as well as selected aspects of health education, physical education, and recreation education.

We are convinced that the knowledge base on inservice programs for coaches is in need of expansion. We encourage you, therefore, to submit to us any manuscript you have developed on this topic and to encourage your colleagues to do the same.

We need a reproducible copy (two copies, if available) of any materials and, if possible, a brief abstract. Documents submitted are selected on the basis of their relevance to the current needs of the field. Those accepted are abstracted and indexed in the monthly journal, Resources in Education (RIE), and are made available in microfiche at over 600 locations and reproduced in xerographic form through the ERIC Document Reproduction Service. Copyrighted materials will receive only an announcement in RIE if permission to reproduce is not given.

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